
Comparability Criteria and Process

for

2003 CBEDS – School Information Form

**California Department of Education
CDE-CSIS Data Integration Program**

December 18, 2003

Version 1.1

Revision History

Name	Date	Reason For Changes	Version
Rosie Farda	2003.06.06	Initial Draft for Fall 2003 Comparability Cycle.	0.1
Vanessa Verigin	2003 10 09	Removed blank pages, replaced section 4.4, updated section 5.4 and made minor formatting changes.	0.2
Annette Liccardo	2003 10 14	Reformatted document and made minor edits.	0.3
Annette Liccardo	2003 10 15	Inserted revised submission summary report in section 6.2.3 and made minor edits.	0.4
Cecelia Wilson	2003 10 16	Mapped SIF form in section 3.	0.5
Rosie Farda	2003 10 16	Updated Appendix B, 6.2.1 and 6.2.3.	0.6
Annette Liccardo	2003 10 17	Inserted revised section 5.2.	1.0
Annette Liccardo	2003 12 18	Reformatted document and made minor edits for posting to new department web page.	1.0

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1. Introduction: Explanation of Parallel Processing and Comparability Testing

1.1 Purpose

This **Comparability Criteria and Process** document describes the general purpose and process of comparability and outlines the specific tests and procedures for demonstrating comparability of California Basic Educational Data System's (CBEDS) School Information Form (SIF) data.

1.2 Document Format

This document includes a representation of the CBEDS SIF form indicating areas where comparability tests will occur. Following the form is an annotated list of those tests, as well as the acceptable degree of variance for each test.

1.3 Intended Audience and Reading Suggestions

The primary audiences intended to read this document are:

1. CSIS-participating Local Education Agency (LEA) staff responsible for submitting the data that will be aggregated to meet state reporting requirements.
2. The California Department of Education (CDE) staff responsible for transitioning the CDE reporting system to the new State Reporting and Records Transfer System (SRRTS) and the CDE staff responsible for certifying that the data are comparable.
3. CSIS Program Office staff responsible for aggregating the CSIS data into files that are to be integrated by CDE with those of non-CSIS LEAs.

Readers may want to familiarize themselves with a number of previously published documents including the CSIS Program Charter, SRRTS Project Charter, SRRTS Use Cases, SRRTS System Architecture and SRRTS System Requirements Specification document. The reader may also wish to be familiar with the CSIS Data Dictionary, Code Tables and Transmission File Formats. All of the documents are on the CSIS web site, in the document library (<http://www.csis.k12.ca.us/library/>).

Other useful materials while reviewing this document include the *Administrative Manual for CBEDS Coordinators and School Principals, 2003 version*, which is available for viewing or downloading in PDF format on the Internet at (<http://www.cde.ca.gov/demographics/coord/curriculum/AdminMan01.pdf>) and Comparability Criteria and Process for 2003 CBEDS Forms at (<http://www.cde.ca.gov/demographics/csis/documents.htm>).

For mapping of each test refer to the SIF Aggregation rules also located at (<http://www.cde.ca.gov/demographics/csis/documents.htm>).

1.4 CDE-CSIS Comparability Process

1.4.1 Definition

Comparability is the process of checking and verifying that data submitted through CSIS is a reasonable match to the data submitted through the CDE data collection that CSIS is replacing. Comparability must be established by each LEA for each data collection that is transitioned to CSIS. Establishing comparability begins with the LEA making a parallel submission, representing a single time frame, of the relevant CDE data collection and CSIS. It is the intent that in most cases a single parallel submission will result in comparability. Once an LEA has established comparability with a data collection, the LEA submits that data only through CSIS.

As CSIS LEAs complete the transitioning of each selected data collection through the comparability process and become certified, the workload is expected to be decreased by removing requirements to directly report to the CDE.

1.4.2 Purpose

Comparability is the final “check” before an LEA discontinues a CDE data collection and moves to CSIS. The process serves several important purposes, including the following:

- For at least the next few years, data from both the traditional CDE data collection and CSIS will be merged to create a single set of statewide data. It is extremely important that the data can appropriately be merged and that CSIS-participating LEAs are neither disadvantaged nor advantaged by submitting their data only through CSIS. Comparability should ensure that it is appropriate to merge data from the two sources.
- In most cases the data submitted through CSIS will be collected in a different way than data submitted through the CDE data collection. A simple example is that enrollment from CSIS will be calculated electronically by adding student records based on each student’s enrollment start and end dates, while most CDE enrollment collections rely on a “head count” conducted at a school or district. Because methods of collection may vary widely, establishing that they may be used to represent the same information is critical.
- Most CSIS data originates in student records. The data are submitted through a local “data gate” and CSIS usually aggregates the data prior to transmitting it to CDE. There are numerous opportunities for errors in transmission and aggregation and although testing procedures will identify and correct most of these errors, the comparability process provides a final check on the accuracy of the data.
- Once an LEA is submitting data via student, staff and institution records through CSIS, it will be extremely difficult and resource intensive to “track down” and correct data population errors. Comparability should help ensure that the LEA and CSIS procedures are complete and accurate enough that data population errors do not occur.

1.4.3 Comparability Tests

Determination of comparability is based on applying a series of tests. Each test matches specific data fields, aggregated data, or calculations of data from the CDE data collection and CSIS using a published tolerance in matching the data. In some cases there may be no tolerances allowable in the data. The tests are developed by CDE, with review and input from CSIS and participating LEAs, and in the future should be published at least three months prior to the final date for parallel submission.

In most cases the tests will not be developed to match every data field of the CDE data collection with CSIS data, but will focus on data fields that are used frequently, have a special role in determining funding or policy, or are sensitive by nature. The amount of tolerance will also vary based on the use of the data.

Comparability tests may change from one CSIS data submission to another, based on experience using the tests, changes in the CDE data collection or the CSIS data dictionary, or general knowledge gained in the implementation of CSIS. The modified tests would be applied to future LEAs beginning comparability with a parallel submission. It is not the intent that an LEA that had successfully completed a parallel submission would have to repeat a parallel submission because of test changes.

1.4.4 Resolving Comparability Discrepancies

In general, discrepancies between CSIS and CDE data on an applied test may be resolved by being within tolerance range on that test. Discrepancies may also be resolved through a resubmission of CSIS data prior to published submission deadlines. For a specific data collection there may also be other methods of resolving discrepancies, as determined by CDE. The methods and institutions for resolving discrepancies from this data collection are in section 4 of this document.

1.4.5 The Comparability Agreement

The status of comparability is documented by a comparability agreement that is created for each LEA for each CDE data collection. The terms of comparability are included in each agreement and may be general in nature, specific to an LEA, and specific to CSIS. The agreement is signed by the LEA superintendent or designee, by CDE and either will be signed by CSIS or reference the role of CSIS. If an LEA does not adhere to the terms of the agreement, CDE may find it necessary to modify the terms of the agreement or even to revoke the agreement.

2. Test Items and Criteria Used in Determining Comparability for the Data Collection

SIF Test Number	Test	Allowable Variances
SIF-1	The same schools must be reported in CSIS and CBEDS	No variance
SIF-2	Total district enrollment must be comparable	1) variance of 1/2 percent (0.5%); 2) variance of 1
SIF-3a	Total district male enrollment must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5, provided variance does not exceed 20%
SIF-3b	Total district female enrollment must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5, provided variance does not exceed 20%
SIF-4a	American Indian or Alaska native district enrollment must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5, provided variance does not exceed 35%
SIF-4b	Asian district enrollment must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5, provided variance does not exceed 35%
SIF-4c	Pacific Islander district enrollment must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5, provided variance does not exceed 35%
SIF-4d	Filipino district enrollment must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5, provided variance does not exceed 35%
SIF-4e	Hispanic or Latino district enrollment must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5, provided variance does not exceed 35%
SIF-4f	African American (not Hispanic) district enrollment must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5, provided variance does not exceed 35%
SIF-4g	White (not Hispanic) district enrollment must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5, provided variance does not exceed 35%
SIF-4h	Multiple or no response district enrollment must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5, provided variance does not exceed 35%
SIF-5a	Kindergarten through grade 6 district enrollment must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5, provided variance does not exceed 20%
SIF-5b	Grade 7 through Grade 8 district enrollment must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5, provided variance does not exceed 20%
SIF-5c	Ungraded elementary district enrollment must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5, provided variance does not exceed 20%
SIF-5d	Grade 9 through grade 12 district enrollment must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5, provided variance does not exceed 20%
SIF-5e	Ungraded secondary district enrollment must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5, provided variance does not exceed 20%
SIF-6	Adults in K-12 district enrollment must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5, provided variance does not exceed 20%
SIF-7	Number of district graduates must be comparable	1) variance of 3%; 2) variance of 2; 3) variance of up to 5 provided variance does not exceed 5%

SIF Test Number	Test	Allowable Variances
SIF-8	Number of district graduates meeting UC/CSU req. must be comparable	1) variance of 3%; 2) variance of 2; 3) variance of up to 5 provided variance does not exceed 5%
SIF-9	Number of district graduates completing Vocational Ed. sequence of courses must be comparable	1) variance of 3%; 2) variance of 2; 3) variance of up to 5 provided variance does not exceed 5%
SIF-10a	District enrollment in Int. Algebra/Algebra II must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5 provided variance does not exceed 10%
SIF-10b	District enrollment in Oth. Adv. Math must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5 provided variance does not exceed 10%
SIF-10c	District enrollment in 1st yr Chemistry must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5 provided variance does not exceed 10%
SIF-10d	District enrollment in 1st yr Physics must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5 provided variance does not exceed 10%
SIF-11	Vocational Education district enrollment must be comparable	1) variance of 5%; 2) variance of 2; 3) variance of up to 5 provided variance does not exceed 10%
SIF-12	District total number of dropouts must be comparable	1) variance of 3%; 2) variance of 1; 3) variance of up to 3 provided variance does not exceed 5%
SIF-13a	Alternative Education - Continuation class district enrollment must be comparable	1) variance of 5%; 2) variance of 3; 3) variance of up to 10 provided variance does not exceed 10%
SIF-13b	Alternative Education - Magnet Program district enrollment must be comparable	1) variance of 5%; 2) variance of 3; 3) variance of up to 10 provided variance does not exceed 10%
SIF-13c	Alternative Education - Independent Study district enrollment must be comparable	1) variance of 5%; 2) variance of 3; 3) variance of up to 10 provided variance does not exceed 10%
SIF-13d	Total district enrollment in Alternative Education programs must be comparable	1) variance of 5%; 2) variance of 3; 3) variance of up to 10 provided variance does not exceed 10%
SIF-14	Number of grads meeting high school requirements through independent study must be comparable	1) variance of 5%; 2) variance of 3; 3) variance of up to 10 provided variance does not exceed 10%
SIF-15a	Number of computers in district must match	No variance
SIF-15b	Number of computers in district with CD-ROM must match	No variance
SIF-15c	Number of district classrooms with access to the internet must match	No variance
SIF-15d	Number of district classrooms with internet access and connected to a WAN must match	No variance
SIF-16	Total number of schools with Class Size Reduction option 1 must match	No variance

SIF Test Number	Test	Allowable Variances
SIF-17a	Total number of schools on traditional calendar must match	No variance
SIF-17b	Total number of schools on year-round single-track calendar must match	No variance
SIF-17c	Total number of schools on year-round multi-track calendar must match	No variance
SIF-18a	Total number of schools with a School-based Health Center must match	No variance
SIF-18b	Total number of schools with a School-linked Health Center must match	No variance
SIF-19a	Total number of High School Graduates - Special Education for NCLB must be comparable	1) variance of 3%; 2) variance of 2; 3) variance of up to 5 provided variance does not exceed 5%
SIF-19b	Total number of High School Graduates - English Learners for NCLB must be comparable	1) variance of 3%; 2) variance of 2; 3) variance of up to 5 provided variance does not exceed 5%
SIF-19c	Total number of High School Graduates - Migrant Education for NCLB must be comparable	1) variance of 3%; 2) variance of 2; 3) variance of up to 5 provided variance does not exceed 5%
SIF-19d	Total number of High School Graduates - Economically Disadvantaged for NCLB must be comparable	1) variance of 3%; 2) variance of 2; 3) variance of up to 5 provided variance does not exceed 5%
SIF-20a	Total number of High School Dropouts - Special Education for NCLB must be comparable	1) variance of 3%; 2) variance of 2; 3) variance of up to 5 provided variance does not exceed 5%
SIF-20b	Total number of High School Dropouts - English Learners for NCLB must be comparable	1) variance of 3%; 2) variance of 2; 3) variance of up to 5 provided variance does not exceed 5%
SIF-20c	Total number of High School Dropouts - Migrant Education for NCLB must be comparable	1) variance of 3%; 2) variance of 2; 3) variance of up to 5 provided variance does not exceed 5%
SID-20d	Total number of High School Dropouts - Economically Disadvantaged for NCLB must be comparable	1) variance of 3%; 2) variance of 2; 3) variance of up to 5 provided variance does not exceed 5%

3. Mapping the Existing Form or Data Entry Method to Test Items

CBEDS
California Basic Educational Data System
California Department of Education

County:
District:
School:
CDS Code:

**School Information Form
October 2003**

		Male								Female								
		American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American not Hispanic	White not Hispanic	Multiple or no response	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latina	African American not Hispanic	White not Hispanic	Multiple or no response	Totals
		(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	(q)
A. Number of Classified Staff - Report in whole numbers. (Single school districts should report classified staff only on this form.)																		
1	Paraprofessionals	Full-time																
2		Part-time																
3	Office/Clerical Staff	Full-time																
4		Part-time																
5	Other Classified Staff	Full-time																
6		Part-time																
B. School Enrollment - In this section report enrollment on Information Day. Count each student only once.																		
7	Kindergarten																	
8	Grade 1																	
9	Grade 2																	
10	Grade 3																	
11	Grade 4																	
12	Grade 5																	
13	Grade 6																	
14	Grade 7																	
15	Grade 8																	
16	Ungraded Elementary																	
17	Grade 9																	
18	Grade 10																	
19	Grade 11																	
20	Grade 12																	
21	Ungraded Secondary																	
22	Adults in K-12*																	
23	School Enrollment Totals																	

* Do not include Adult Education Students

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School _____
CDS Code _____

	Male								Female								Totals
	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American not Hispanic	White not Hispanic	Multiple or no response	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latina	African American not Hispanic	White not Hispanic	Multiple or no response	
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	
C. Graduates (2002-2003) - Include summer graduates (2003) but do not include students with high school equivalencies (i.e., GED or CHSPE) Lines 25 and 26 are a subset of line 24. The number of graduates reported in each column in lines 25 and 26 must be equal to or less than the number above it in line 24.																	
24	High School Graduates																7
25	High School Graduates Completing all Courses Required for UC and/or CSU Entrance																8
26	High School Graduates Completing a Vocational Education Sequence of Courses																9
D. Enrollment in Selected High School Courses - (grades 7-12)																	
27	Intermediate Algebra/Algebra II																
28	Other Advanced Math Course																10
29	Chemistry - First Year																
30	Physics - First Year																
E. Vocational Education Enrollment - (grades 9-12) - Report each student only once - do not include ROC/P																	
31	Number of Students																11
F. Dropouts (2002-2003)																	
32	Grade 7																
33	Grade 8																
34	Grade 9																
35	Grade 10																
36	Grade 11																
37	Grade 12																12

School:
CDS Code:

G. Alternative Education All schools must complete this section if any type of alternative education is offered to their students. Students should be counted in each category that applies. Please refer to the Glossary of Terms for definitions of these alternative programs. Students reported under "Types of Programs/Educational Options" must also be reported in Section B.			I. Class Size Reduction (K-3) For each grade level, check the option(s) in which the school participates even if only some of the students at a grade level participate. If one grade level uses both Option 1 and Option 2, check both boxes. See Administrative Manual for definitions.																																											
<table border="1"> <thead> <tr> <th rowspan="2">Types of Programs/Educational Options (a)</th> <th colspan="2">Number of Participating Students</th> </tr> <tr> <th>K-8 (b)</th> <th>9-12 (c)</th> </tr> </thead> <tbody> <tr><td>1 Continuation classes</td><td></td><td></td></tr> <tr><td>2 Community/experience based</td><td></td><td></td></tr> <tr><td>3 Opportunity</td><td></td><td></td></tr> <tr><td>4 Magnet Program</td><td></td><td></td></tr> <tr><td>5 Pregnant/parenting</td><td></td><td></td></tr> <tr><td>6 Independent Study (not Adult Education Students)</td><td></td><td></td></tr> <tr><td>7 Other</td><td></td><td></td></tr> <tr><td>8 Total (unduplicated)</td><td></td><td></td></tr> <tr><td>9 Number of graduates meeting high school requirements through Independent Study (2002-2003)</td><td></td><td></td></tr> </tbody> </table>	Types of Programs/Educational Options (a)	Number of Participating Students		K-8 (b)	9-12 (c)	1 Continuation classes			2 Community/experience based			3 Opportunity			4 Magnet Program			5 Pregnant/parenting			6 Independent Study (not Adult Education Students)			7 Other			8 Total (unduplicated)			9 Number of graduates meeting high school requirements through Independent Study (2002-2003)			<table border="1"> <tbody> <tr> <td>Kindergarten</td> <td><input type="checkbox"/> Option 1</td> <td><input type="checkbox"/> Option 2</td> </tr> <tr> <td>Grade 1</td> <td><input type="checkbox"/> Option 1</td> <td><input type="checkbox"/> Option 2</td> </tr> <tr> <td>Grade 2</td> <td><input type="checkbox"/> Option 1</td> <td><input type="checkbox"/> Option 2</td> </tr> <tr> <td>Grade 3</td> <td><input type="checkbox"/> Option 1</td> <td><input type="checkbox"/> Option 2</td> </tr> </tbody> </table>		Kindergarten	<input type="checkbox"/> Option 1	<input type="checkbox"/> Option 2	Grade 1	<input type="checkbox"/> Option 1	<input type="checkbox"/> Option 2	Grade 2	<input type="checkbox"/> Option 1	<input type="checkbox"/> Option 2	Grade 3	<input type="checkbox"/> Option 1	<input type="checkbox"/> Option 2
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Grade 3	<input type="checkbox"/> Option 1	<input type="checkbox"/> Option 2																																												
H. Technology			J. Educational Calendar																																											
1 How many computers does the school have that are used for instructionally-related purposes? If none, enter "0".			1 Check the type of calendar on which your school operates. A traditional calendar will be assumed if this section is not filled out.																																											
2 Of those computers in question number 1 above, how many have a CD-ROM? If none, enter "0". (Must be less than or equal to answer from question number 1 above.)			<input type="checkbox"/> Traditional <input type="checkbox"/> Single-track <input type="checkbox"/> Multi-track																																											
3 How many classrooms have access to the Internet through at least one computer? If none, enter "0". (Must be less than or equal to answer from question number 1 above.)			2 For Single-track or Multi-track only, check one of the year-round calendars listed below.																																											
4 Of those classrooms in question number 3 above, how many are connected to a Wide Area Network (WAN)? If none, enter "0". (Must be less than or equal to answer from question number 3 above.)			<input type="checkbox"/> 60/20 <input type="checkbox"/> 90/30 <input type="checkbox"/> Concept 6 <input type="checkbox"/> Custom Calendar <input type="checkbox"/> 60/15 <input type="checkbox"/> 45/15 <input type="checkbox"/> Modified Concept 6																																											
K. Health Centers			L. Data for No Child Left Behind (NCLB)																																											
18 <input type="checkbox"/> 1. Check here if your school has a school-based health center (SBHC) . See Administrative Manual for definition. <input type="checkbox"/> 2. Check here if your school has a school-linked health center (SLHC) . See Administrative Manual for definition.			<table border="1"> <thead> <tr> <th></th> <th>Migrant Education (a)</th> <th>English Learner (b)</th> <th>Special Education (c)</th> <th>National School Lunch Program (d)</th> </tr> </thead> <tbody> <tr> <td>Dropouts (2002-2003)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 9</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 10</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 11</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 12</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Graduates (2002-2003)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>High School Graduates</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Migrant Education (a)	English Learner (b)	Special Education (c)	National School Lunch Program (d)	Dropouts (2002-2003)					Grade 9					Grade 10					Grade 11					Grade 12					Graduates (2002-2003)					High School Graduates					
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High School Graduates																																														
Name of person completing form (please print)			Certification: I hereby certify that the data reported on this form are accurate and complete.																																											
Telephone ()			Signature of Principal (or designee)																																											
Title (please print)			Date																																											

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4. Data Submission and Comparability Process

4.1 Overview of Fall 2003 Data Submission and Comparability Process

The table below is an overview of the key activities for LEAs, CSIS and CDE staff participating in the Fall 2003 parallel submission process of CBEDS and CSIS data. A goal of this process is certification of the LEA to discontinue submission to CDE of CBEDS beginning in 2003 and to submit data only through CSIS. Following the table are the key dates by which the LEA must make submissions in order to remain eligible for comparability in 2003.

On the next page is a more detailed listing of these same key activities. The detailed listing should be helpful for those actually working on comparability.

Earliest and Latest Dates (as applicable)		Key Activities for Comparability	
10/01/03	10/27/03	1	LEA submits traditional CBEDS data to the CDE (Program Area)
10/06/03	12/05/03	2	LEA submits initial set of CSIS data to the CSIS office and CSIS works with the LEAs to review and clean up data for transmission to the CDE
	12/05/03	3	Last day for LEA to certify (Superintendent Role) initial set of data
	12/12/03	4	Last day for CDE to receive from CSIS the initial set of data files from any LEA participating in the 2003 Fall submission comparability cycle
11/14/03	2/06/04	5	The CDE receives traditional data and CSIS comparability data, and generates comparability reports. LEAs, CDE, and CSIS work to resolve comparability discrepancies
11/14/03	1/30/04	6	LEA reviews traditional CBEDS data posted on CDE pre-certification web site
	1/30/04	7	Last day for LEA to certify (Superintendent Role) final CSIS data modifications to CSIS Office to resolve comparability discrepancies
	2/06/04	8	Last day for the CDE to receive the following: 1. Final traditional CBEDS modifications; 2. CSIS data submissions; and 3. Accommodation proposals
11/14/03	3/12/04	9	The CDE makes final comparability determinations and notifies LEA and CSIS


4.2 Key Dates for LEAs:

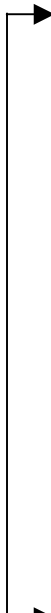
- **October 27, 2003** – Due date for LEA to submit CBEDS data to CDE
- **December 5, 2003** – Deadline for LEA to certify (Superintendent Role) transmission of complete set of data files to CDE. *(LEAs not meeting this deadline will be dropped from the Fall 2003 comparability process.)*
- **January 30, 2004** – Deadline for LEA to certify (Superintendent Role) final CSIS data modifications to CSIS Office to resolve comparability discrepancies. *(LEAs not meeting this deadline will be dropped from the Fall 2003 comparability process.)*

- **February 6, 2004** – Deadline for LEA to submit all final CBEDS modifications and accommodation proposals to resolve comparability discrepancies. *(LEAs not meeting this deadline will be dropped from the Fall 2003 comparability process.)*

4.3 Detailed Steps for Fall 2003 Data Submission and Comparability Process

The table below is based on the key activities in the overview on the previous page. The key activities are repeated in bold, and followed by more detailed steps as appropriate. This more detailed listing is provided particularly for LEAs, to help them understand the process and know what to expect.

Earliest and Latest Dates (as applicable)		Key Activities and Detailed Steps for Comparability	
10/01/03	10/27/03	1	LEA submits traditional CBEDS data to the CDE (Program Area)
10/06/03	12/05/03	2	LEA submits initial set of CSIS data to the CSIS office and CSIS works with the LEAs to review and clean up data for transmission to the CDE
Iterative process - advantage to the LEA to start early		2a	CSIS conducts validation checks to ensure files are complete, all required fields are populated, all entries are valid, and conducts other checks similar to CBEDS edit checks
		2b	CSIS generates CDIF, SIF, PAIF reports for LEA review
		2c	CSIS works with LEA to resolve errors
		2d	LEA resubmits data if necessary
10/06/03	12/05/03	2e	LEA reviews CDIF, SIF, PAIF reports, and if satisfied, the superintendent approves the transmission of the data to CDE
	12/05/03	3	Last day for LEA to certify (Superintendent Role) initial set of data
	12/12/03	4	Last day for CDE to receive from CSIS the initial set of data files from any LEA participating in the 2003 Fall submission comparability cycle
11/14/03	2/06/04	5	The CDE receives traditional data and CSIS comparability data, and generates comparability reports. LEAs, CDE, and CSIS work to resolve comparability discrepancies
		5a	CDE receives the data and runs it through an automated system to create the comparability reports, one for each of the three CBEDS data collections. <i>(Each report will provide the data for every comparability test, identify the tests that are not passed, and provide school-level data for any test not passed.) [See step 8 below for last date to submit CSIS data modifications that will be subsequently reported by CDE.]</i>
		5b	CDE staff review the reports, create a cover summary report to note any special circumstances or information about the submission, and email the report and cover to both CSIS and the LEA. <i>(See Appendix B, 6.2.3)</i>
11/14/03	1/30/04	6	LEA reviews traditional CBEDS data posted on CDE pre-certification web site

Earliest and Latest Dates (as applicable)		Key Activities and Detailed Steps for Comparability	
Iterative process – advantage to LEA to start early		6a	LEA reviews the package, focusing on comparability tests that have not been passed <ul style="list-style-type: none"> • If LEA believes CSIS data processed incorrectly, LEA contacts CSIS • If LEA believes CBEDS data processed incorrectly, LEA contacts CDE • If LEA believes the comparability discrepancies are result of own inaccurate reporting of CSIS or CBEDS, the LEA may use any combination of the following resolution actions (<i>described in Section 5</i>): <ul style="list-style-type: none"> ○ Resubmit CSIS data to CSIS ○ Submit modifications to CBEDS data to CDE ○ Submit a draft accommodation proposal to CDE
		6b	LEA decides how to resolve discrepancies and makes appropriate submissions
		6c	CSIS aggregates any resubmitted data and transmits it to CDE
		6d	CDE processes any resubmitted data, CBEDS modifications and draft accommodation proposals throughout this submission window, emailing responses to CSIS and the LEA. (<i>The earlier an LEA submits data and resolutions, the more opportunity for CDE and CSIS feedback and assistance.</i>)
	3/12/04	6e	Last day to submit draft accommodation proposal and effect CDE feedback before final proposal is due
	1/30/04	7	Last day for LEA to certify (Superintendent Role) final CSIS data modifications to CSIS Office to resolve comparability discrepancies
	2/06/04	8	Last day for the CDE to receive the following: 1. Final traditional CBEDS modifications; 2. CSIS data submissions; and 3. Accommodation proposals
11/14/03	3/12/04	9	The CDE makes final comparability determinations and notifies LEA and CSIS
		9a	CDE conducts final review of data and materials resolving discrepancies. (<i>As soon as any draft accommodation proposal is ready for approval, CDE will notify the LEA and request a final proposal with the LEA superintendent's signature. CDE will work with CSIS and the LEA through any minor omissions or problems with accommodation proposals during this time frame. If there are significant problems it will not be possible to certify comparability and the LEA will need to participate in parallel submission in the Fall of 2003.</i>)
			CDE emails LEA and CSIS a final report, with notification that comparability is complete and the LEA will be certified, assuming signature of the comparability agreement
		9c	CDE sends final letter to LEA and comparability agreement to be signed by superintendent
		9d	LEA superintendent signs comparability agreement and returns it to CDE

4.4 Identifying Schools for Fall 2003 CSIS Submission

The Fall 2003 CSIS data submission is used to provide CBEDS data to the CDE. This includes both production data from those LEA's that have been certified for submission only through CSIS and comparability data from those LEA's that are participating in parallel submission in order to be certified for 2003.

4.4.1 Which Schools Are Required to Report through CSIS

CDE and CSIS require that all schools within the LEA report through CSIS, except for charter schools. Charter schools in districts participating in CSIS state reporting have the option to report their data through the traditional method. See the "Non-Participating Charter Schools" section of this document (below) for more information. *Maintaining District Information at the "CDE CDS Data base"*

The CDE maintains district information on the Internet at the CDE County District School (or CDS) website. All California LEA's are required to maintain current district information at the CDE. LEA's participating in CSIS state reporting must visit the CDE web site prior to each submission cycle to verify that the district information in the CDE data base is current. See Appendix C for more information on how to verify and maintain this information.

Note: Both the CDE and CSIS use this information to process your CSIS data through SRRTS. Failure to maintain current information in the CDE database may result in the delay of processing your district data to the CDE.

4.4.2 Maintaining the "Expected Schools" List on the CDE web site

The Educational Demographics office maintains an "expected schools list" on the Internet for both CSIS participating and non-participating LEA's. This information identifies which schools are required to submit CBEDS and Language Census data. The information also identifies which charter schools are expected to submit through CSIS, and which charter schools are expected to submit data through the traditional method. LEA's participating in CSIS state reporting must visit the Expected Schools web site prior to each submission cycle to verify that the district information in the Educational Demographics data base is current. See the "Verifying and Updating LEA information at the CDE" section below for more information on how to verify and maintain this information.

Note: Both the CDE and CSIS use this information to process your CSIS data through SRRTS. Failure to maintain current information in the CDE database may result in the delay of processing your district data to the CDE.

4.4.3 Participating Charter Schools

While not all charter schools within an LEA are required to participate in CSIS state reporting activities, those designated as "participating" by the LEA must submit their data through CSIS.

4.4.4 Non-Participating Charter Schools

In recognition of the unique nature of charter schools, CSIS and CDE have provided an option for a charter school in a CSIS LEA to forego participation in CSIS state reporting activities, based on a joint decision between the LEA and the charter school. This option is not available for any other type of school.

An LEA with one or more non-participating charter schools must make specific agreements with CSIS and CDE about the identification of these schools prior to data submission. For any non-participating charter school, the LEA must continue to submit all non-participating charter school(s) data through the traditional method, even if the LEA is certified for CSIS submission only. CDE will maintain contact with that LEA in order to receive data for the non-participating charter school.

Note: If a CSIS LEA does nothing, all charter schools within the district will appear on the list of expected schools, meaning they are required to submit data via CSIS.

If a CSIS LEA has a new charter school that does not wish to participate in CSIS, or a continuing charter schools that wishes to discontinue CSIS participation, the LEA should notify CDE in a letter or memorandum with a copy to CSIS. The letter should identify the charter school(s) by name, corresponding CDS code(s), and should state that the school's data will be reported through the traditional data collection method. Address the letter to:

Education Data Office
California Department of Education
Attn: CDE-CSIS Administrator
P.O. Box 944272
Sacramento, CA 94244-2720

Address a copy of the letter to the CSIS Office:

California School Information Services
Attn: Client Services Director
770 L Street, Suite 1180
Sacramento, CA 95814

If a CSIS LEA has a previously identified non-participating charter school and there is a decision to report that school's data through CSIS, the LEA should also send a letter or memorandum to the above addresses.

4.4.5 Verifying and Updating LEA information at the CDE

The CDE maintains information about each district in two places: the CDS data base and the Education Data Office "CDE CSIS" data base. Information in these two locations allows the

CDE and CSIS to process your data submissions, and “integrate” your CSIS submitted data with the other data from non-CSIS districts. The “integrated” data is used for state reporting purposes.

4.4.6 Maintaining LEA information in the CDE - CDS data base

Over 200 new public schools open every year. Submission of data for a school requires use of a valid 14-digit CDS code. CDS codes are assigned by CDE and it is very important that an LEA request a code as soon as the LEA knows that a new school will open. Additionally, if the status of a school or district changes, the responsible LEA must promptly notify the CDE. Examples of changes in school or district status include:

- A new school opens for the first time
- A school closes
- A school changes from a “pending” status to “open” status
- A district “type” changes (e.g., from elementary to unified)

Steps to verify district and school information include:

1. Visit the CDS web page (<http://www.cde.ca.gov/schooldir/>) and select your district from the pull down menus.
2. Review your district and school information.
3. If changes are required, select one of the three following options and submit the changes:
 - a. Complete the Webform located at <http://www.cde.ca.gov/cdscodes/> and fax it to (916) 327-0195.
 - b. Complete the Webform located at <http://www.cde.ca.gov/cdscodes/> and mail it to

California Department of Education
Attn: CDS Administrator
Educational Demographics Office
P.O. Box 944272
Sacramento, CA 94244-2720
 - c. Send an e-mail to cdsadmin@cde.ca.gov with the information from the Webform located at <http://www.cde.ca.gov/cdscodes/>.
4. Verify that the changes have been made before the submission cycle begins.

4.4.7 Maintaining “Expected School” information in the EDO “CSIS” data base

The Education Data Office works closely with the CSIS office. Each agency uses an “expected schools list” to verify that all of the data are submitted for each participating district. Any non-participating charter schools will be listed on the web page for each LEA.

Steps to verify CBEDS “expected schools” information include:

1. Visit the CBEDS coordinator web page at
http://data1.cde.ca.gov/dataquest/coord_login.asp
2. Key in your district password. (Passwords can be obtained by calling (916) 327-0219.)
3. Review your district and school information.
4. If changes are required, select one of the two following options and submit the changes:
Phone: (916) 324-6738
E-mail: edo@cde.ca.gov
5. EDO staff will make the changes to the data base. Changes will be viewable the following business day (barring any unforeseen complications).
6. Follow up and confirm that the changes have been made.

5. Methods for Resolving Comparability Discrepancies

When the comparison of the CSIS and CBEDS data creates a discrepancy that is outside the accepted tolerance range, there are three methods to resolve or successfully address the discrepancy. The following three methods may be used in any combination:

- Correct and resubmit CSIS data to the CSIS Office;
- Submit CBEDS modifications to CDE; or
- Submit an Accommodation Proposal to CDE.

5.1 To Resubmit CSIS Data

Please work directly with the CSIS Office for instructions and support in submitting and resubmitting data.

5.2 To Submit a CBEDS Modification

All modifications to CBEDS submissions must be made prior to February 6, 2004. To submit a CBEDS modification after already submitting CBEDS data through the CBEDS – Data Entry Assistant (CBEDS-DEA) software, use the following process:

1. Make needed data corrections in the CBEDS DEA software.
2. Run the “Remaining Errors/Warnings Report” to ensure that no errors were introduced by the data corrections. Correct any “errors” if necessary. Also use the report to determine if new “warnings” were introduced by data corrections. If new “warnings” were created, check to make sure that the data is correct.

3. Once all errors are resolved, use the “File”, “Submit data (via Internet)” option to send your corrected data file to CDE. If you are prompted with “These files have already been submitted to CDE. Do you wish to resubmit your data and overwrite the original files?”, respond with a “Y”es.
4. CDE data files for your district will be updated with your new submission.
5. Do not use paper submissions to make data changes.
6. Resubmission of data will not be available after February 6, 2004.

5.3 To Submit an Accommodation Proposal

An Accommodation Proposal is prepared by the LEA, is in the form of a letter on district letterhead, and the final version is to be signed by the LEA superintendent. Since an Accommodation Proposal is only necessary if there are discrepancies between CSIS and CBEDS data, the proposal should include enough information to give reasonable assurance that when future data are submitted through CSIS, the data will be complete, accurate, and appropriate to use for the wide range of state reporting. While it is understood that the content of proposals will vary from one LEA to another, based on the nature and cause of the discrepancies, some general guidelines follow:

- The proposal should briefly describe the discrepancy and why it has occurred, and the explanation should make sense in terms of the actual data from both CSIS and CBEDS.
- For each discrepancy the proposal should clearly state whether the CSIS data are accurate or the CBEDS data are accurate.
- If the LEA does not believe that the current CSIS data are accurate, the proposal should explain what actions the LEA will take to ensure that the future CSIS data will be accurate. If at all possible, some type of evidence of the change should be included (such as samples of former and revised mapping schemes to resolve mapping errors, or internal directives to correct data population practices).
- Organize the proposal according to the comparability test(s) where the discrepancy exists. A simple format of the test label (such as SIF-1b or SIF-5) followed by the narrative explanation and resolution actions will facilitate review. If the same explanation and resolution is applicable to multiple tests, these tests may be grouped together in the label.

5.4 Submission of a Draft Proposal

Since the final Accommodation Proposal must be submitted under the signature of the LEA superintendent, we strongly advise that the LEA submit a draft proposal for review at least two weeks prior to the final submission date. The draft should be sent to CDE with a copy to CSIS. The draft may be submitted by the person in the LEA who is working with CSIS data and it may be sent by mail, email or fax, using the contact information below.

We also advise that a single accommodation proposal be drafted for the LEA, rather than separate proposals for individual tests. This is for the sake of efficiency for all of us involved.

As soon as CDE receives a draft proposal we will review it and respond. Our plan is to use email to respond, because it will make our turnaround faster, and because it is easier to keep multiple parties informed on the status of issues. Each response email will go to whoever submitted the draft proposal with copies to the consortia fiscal agent and CSIS.

Submit draft Accommodation Proposals to:

email: edo@cde.ca.gov

Submit final signed Accommodation Proposal to:

Education Data Office
Attn: Accommodation Proposal
California Department of Education
1430 N Street, Suite 6416, 6th floor
Sacramento, CA 95814

5.5 Sample Accommodation Proposal

This **sample** of a draft accommodation proposal is provided as reference for LEAs that decide to resolve comparability discrepancies through an accommodation proposal.

Sand Dunes Unified School District

Draft Accommodation Proposal for Fall 2003 Comparability

CDIF Discrepancies

CDIF 3a, 3b, 3c

The CBEDS data are accurate. The Adult Education staff were coded incorrectly in CSIS. The corrections have been made. Future submissions will reflect the accurate codes and therefore counts will be accurate as well.

CDIF 7

The CSIS data are accurate. The CBEDS data reflects the number of interdistrict permits approved by the district. The CSIS data reflects the number of interdistrict students actually enrolled in the schools.

SIF Discrepancies

SIF 2, 4b, 4e, 4g, 4h

The CSIS data are accurate. This was caused by a clerical error at Sand Dunes Elementary School. During the manual data collection process the enrollment clerk entered five students as multiple ethnicity as well as the students' enrolled ethnicities. This resulted in inflated CBEDS enrollment data and counts for the numbers of Asian, Hispanic, and White students. This also caused double counting for those students reported with multiple ethnicities.

SIF 10b

The CSIS data are accurate. One of our advanced placement calculus courses was coded as 2415 in CBEDS for all high schools in the district. It was correctly coded for the CSIS submission.

SIF 13d

The CSIS data are accurate. Surf's Up Continuation School students were not recorded correctly in the alternative education section of CBEDS. They were correctly coded for CSIS.

SIF 15a, 15b, 15c, 15d

The CBEDS data are accurate. The computer inventory for CBEDS was provided by the school site technology coordinator while district staff provided counts based on initial computer purchases by the district for CSIS submission. The district and site inventory databases now match. Site computer purchases are now being routed through the district technology department in order to maintain consistent inventories between the district office technology department and school sites. This will eliminate future discrepancies.

PAIF Discrepancies

PAIF 3

The CBEDS data are accurate. Curriculum leaders were coded 0303 at the district level for CSIS. Since they are teaching staff they should have been coded with Department Chair codes for their appropriate subject area leadership. They were correctly coded for CBEDS. District HR staff will not report these as district level positions in the future.

PAIF 5a

The CSIS data are accurate. One teacher at Seahorse Elementary and another at Sand Dollar High were counted as fully credentialed in our original CBEDS submission. They were correctly coded with emergency credentials for the CSIS data submission.

PAIF 6a

The CSIS data are accurate. In our original CBEDS submission, we coded the reading support teachers (partially funded by Miller Unruh) to assignment code 2120, reporting enrollment at each elementary site because the teachers serve the whole site and enrollment was required for assignment code 2120. They should have been coded 2180 with no students assigned as they were reported in CSIS.

PAIF 6j

The CSIS data are accurate. The RSP teachers reported enrollment according to their caseloads. The regular classroom teachers for these students did not count them in their regular classrooms for CBEDS as their schedules reflect.

6. Appendices

6.1 Appendix A – SIF Comparability Test Mapping Guide

Appendix A maps individual test numbers to the file record layout and the corresponding CBEDS form. The CDE Technology Services Division (TSD) is the intended audience for this appendix.

6.1.1 SIF Main Report

SIF Test Number	Short Name	Calculation	CBEDS SIF Form Reference	Notes
SIF-1	Same schools reported.	All schools in the LEA reported in the CSIS data file (Item 3 [field name: school code]) must match all schools with the same school codes (column – location 8-14 in the file layout) in the CBEDS SIF data file.	CDS code on SIF will be used to match to CSIS data	
SIF-2	Enrollment - total	SUM (Items 4-18, 40-54, 76-90, 112-126, 148-162, 184-198, 220-234, 256-270, 292-306, 328-342, 364-378, 400-414, 436-450, 472-486, 508-522, 544-558) for all schools in the LEA.	Section B, column q, total of rows 7-21	Adult enrollment and alternative education enrollment not included in calculation.
SIF-3a	Enrollment - male	SUM (Items 4-18, 76-90, 148-162, 220-234, 292-306, 364-378, 436-450, 508-522) for all schools in the LEA.	Section B, columns a through h, total of rows 7-21	Adult enrollment and alternative education enrollment not included in calculation.
SIF-3b	Enrollment - female	SUM (Items 40-54, 112-126, 184-198, 256-270, 328-342, 400-414, 472-486, 544-558) for all schools in the LEA.	Section B, columns I through p, total of rows 7-21	Adult enrollment and alternative education enrollment not included in calculation.
SIF-4a	Enrollment – Amer. Ind. Alaska Nat.	SUM (Items 4-18, 40-54) for all schools in the LEA.	Section B, columns a+i, total of rows 7-21	Adult enrollment is not included in calculation.

SIF Test Number	Short Name	Calculation	CBEDS SIF Form Reference	Notes
SIF-4b	Enrollment - Asian	SUM (Items 76-90, 112-126) for all schools in the LEA.	Section B, columns b+j, total of rows 7-21	Adult enrollment is not included in calculation.
SIF-4c	Enrollment – Pac. Islander	SUM (Items 148-162, 184-198) for all schools in the LEA.	Section B, columns c+k, total of rows 7-21	Adult enrollment is not included in calculation.
SIF-4d	Enrollment - Filipino	SUM (Items 220-234, 256-270) for all schools in the LEA.	Section B, columns d+j, total of rows 7-21	Adult enrollment is not included in calculation.
SIF-4e	Enrollment - Hispanic	SUM (Items 292-306, 328-342) for all schools in the LEA.	Section B, columns e+m, total of rows 7-21	Adult enrollment is not included in calculation.
SIF-4f	Enrollment – Afr. Amer.	SUM (Items 364-378, 400-414) for all schools in the LEA.	Section B, columns f+n, total of rows 7-21	Adult enrollment is not included in calculation.
SIF-4g	Enrollment - White	SUM (Items 436-450, 472-486) for all schools in the LEA.	Section B, columns g+o, total of rows 7-21	Adult enrollment is not included in calculation.
SIF-4h	Enrollment – mult. or no response	SUM (Items 508-522, 544-558) for all schools in the LEA.	Section B, columns h+p, total of rows 7-21	Adult enrollment is not included in calculation.
SIF-5a	Enrollment – K-6	SUM (Items 4-10, 40-46, 76-82, 112-118, 148-154, 184-190, 220-226, 256-262, 292-298, 328-334, 364-370, 400-406, 436-442, 472-478, 508-514, 544-550) for all schools in the LEA.	Section B, column q, rows 7-13	
SIF-5b	Enrollment 7-8	SUM (Items 11, 12, 47, 48, 83, 84, 119, 120, 155, 156, 191, 192, 227, 228, 263, 264, 299, 300, 335, 336, 371, 372, 407, 408, 443, 444, 479, 480, 515, 516, 551, 552) for all schools in the LEA.	Section B, column q, rows 14-15	

SIF Test Number	Short Name	Calculation	CBEDS SIF Form Reference	Notes
SIF-5c	Enrollment – ungraded K-8	SUM (Items 13, 49, 85, 121, 157, 193, 229, 265, 301, 337, 373, 409, 445, 481, 517, 553) for all schools in the LEA.	Section B, column q, row 16	
SIF-5d	Enrollment – 9-12	SUM (Items 14-17, 50-53, 86-89, 122-125, 158-161, 194-197, 230-233, 266-269, 302-305, 338-341, 374-377, 410-413, 446-449, 482-485, 518-521, 554-557) for all schools in the LEA.	Section B, column q, rows 17-20	
SIF-5e	Enrollment – ungraded 9-12	SUM (Items 18, 54, 90, 126, 162, 198, 234, 270, 306, 342, 378, 414, 450, 486, 522, 558) for all schools in the LEA.	Section B, column q, row 21	
SIF-6	Enrollment – adults in K-12	SUM (Items 19, 55, 91, 127, 163, 199, 235, 271, 307, 343, 379, 415, 451, 487, 523, 559) for all schools in the LEA.	Section B, column q, row 22	
SIF-7	# of grads	SUM (Items 20, 56, 92, 128, 164, 200, 236, 272, 308, 344, 380, 416, 452, 488, 524, 560) for all schools in the LEA.	Section C, column q, row 24	Independent Study graduates not included in calculation.
SIF-8	# of grads meeting UC/CSU req.	SUM (Items 21, 57, 93, 129, 165, 201, 237, 273, 309, 345, 381, 417, 453, 489, 525, 561) for all schools in the LEA.	Section C, column q, row 25	
SIF-9	# of grads meeting Voc. Ed. sequence	SUM (Items 22, 58, 94, 130, 166, 202, 238, 274, 310, 346, 382, 418, 454, 490, 526, 562) for all schools in the LEA.	Section C, column q, row 26	
SIF-10a	Int. Algebra/Algebra II enrollment	SUM (Items 23, 59, 95, 131, 167, 203, 239, 275, 311, 347, 383, 419, 455, 491, 527, 563) for all schools in the LEA.	Section D, column q, row 27	
SIF-10b	Adv. math enrollment	SUM (Items 24, 60, 96, 132, 168, 204, 240, 276, 312, 348, 384, 420, 456, 492, 528, 564) for all schools in the LEA.	Section D, column q, row 28	

SIF Test Number	Short Name	Calculation	CBEDS SIF Form Reference	Notes
SIF-10c	Chemistry enrollment	SUM (Items 25, 61, 97, 133, 169, 205, 241, 277, 313, 349, 385, 421, 457, 493, 529, 565) for all schools in the LEA.	Section D, column q, row 29	
SIF-10d	Physics enrollment	SUM (Items 26, 62, 98, 134, 170, 206, 242, 278, 314, 350, 386, 422, 458, 494, 530, 566) for all schools in the LEA.	Section D, column q, row 30	
SIF-11	Voc. Ed. enrollment	SUM (Items 27, 63, 99, 135, 171, 207, 243, 279, 315, 351, 387, 423, 459, 495, 531, 567) for all schools in the LEA.	Section E, column q, row 31	
SIF-12	# of dropouts	SUM (Items 28-33, 64-69, 100-105, 136-141, 172-177, 208-213, 244-249, 280-285, 316-321, 352-357, 388-393, 424-429, 460-465, 496-501, 532-537, 568-573) for all schools in the LEA.	Section F, column q, total of rows 32-37	
SIF-13a	Alt. Ed. continuation enrollment	SUM (Items 580, 587) for all schools in the LEA.	Section G, total of columns b+c, row 1	
SIF-13b	Alt. Ed. magnet enrollment	SUM (Items 583, 590) for all schools in the LEA.	Section G, total of columns b+c, row 4	
SIF-13c	Alt. Ed. independent study enrollment	SUM (Items 585, 592) for all schools in the LEA.	Section G, total of columns b+c, row 6	
SIF-13d	Alt. Ed. total enrollment	SUM (Items 645 and 646) for all schools in the LEA.	Section G, total of columns b+c, rows 1-7	
SIF-14	# of grad thru independent study	SUM of Item 594 for all schools in the LEA.	Section G, row 8	
SIF-15a	# of computers	SUM of Item 595 for all schools in the LEA.	Section H, row 1	
SIF-15b	# of computers with CD	SUM of Item 596 for all schools in the LEA.	Section H, row 2	
SIF-15c	# of classrooms with Internet	SUM of Item 598 for all schools in the LEA.	Section H, row 3	
SIF-15d	# of classrooms with Internet via WAN	SUM of Item 599 for all schools in the LEA.	Section H, row 4	

SIF Test Number	Short Name	Calculation	CBEDS SIF Form Reference	Notes
SIF-16	# of schools with CSR option 1	COUNT of all schools in the LEA with “Y” in one or more of the following Item fields: 601-604.	Section I, any of Option 1 boxes checked for a school	
SIF-17a	# of schools on trad. calendar	COUNT of “Y” in Item 609 for all schools in the LEA.	Section J, #1	
SIF-17b	# of YR schools on single track	COUNT of “Y” in Item 610 for all schools in the LEA.	Section J, #1	
SIF-17c	# of YR schools on multitrack	COUNT of “Y” in Item 611 for all schools in the LEA.	Section J, #1	
SIF-18a	# of schools with School-based Health Centers	COUNT of “Y” in Item 619 for all schools in the LEA.	Section K, #1	
SIF-18b	# of schools with School-linked Health Centers	COUNT of “Y” in Item 620 for all schools in the LEA.	Section K, #2	
SIF-19a	# of NCLB High School Graduates - Special Education	SUM of Item 625 for all schools in the LEA.	Section L, Graduates, column (c)	
SIF-19b	# of NCLB High School Graduates - English Learners	SUM of Item 626 for all schools in the LEA.	Section L, Graduates, column (b)	
SIF-19c	# of NCLB High School Graduates - Migrant Education	SUM of Item 627 for all schools in the LEA.	Section L, Graduates, column (a)	
SIF-19d	# of NCLB High School Graduates - Economically Disadvantaged	SUM of Item 628 for all schools in the LEA.	Section L, Graduates, column (d)	
SIF-20a	# of NCLB High School Dropouts - Special Education	SUM of Items 629 thru 632 for all schools in the LEA.	Section L, Dropouts, column (c)	
SIF-20b	# of NCLB High School Dropouts - English Learners	SUM of Items 633 thru 636 for all schools in the LEA.	Section L, Dropouts column (b)	

SIF Test Number	Short Name	Calculation	CBEDS SIF Form Reference	Notes
SIF-20c	# of NCLB High School Dropouts - Migrant Education	SUM of Items 637 thru 640 for all schools in the LEA.	Section L, Dropouts column (a)	
SIF-20d	# of NCLB High School Dropouts - Economically Disadvantaged	SUM of Items 641 thru 644 for all schools in the LEA.	Section L, Dropouts column (d)	

6.1.2 SIF Detail Report

Except for the SIF Test numbers listed below, the SIF Detail report is comprised of the school level equivalent for all SIF Test numbers in section 6.1.

SIF 1

The SIF Detail report will indicate the SIF 1 test. SIF 1 is a test to verify that the same schools reported through CSIS are also reported through CBEDS. For the SIF 1 test, the detail report will indicate each school on a separate row, and the CSIS and CBEDS columns will indicate which schools reported in each respective data file.

SIF 16, SIF 17a, SIF 17b, SIF 17c, SIF 18a, SIF 18b

While the Main report contains a count of the school values for all schools in the district, the Detail report does not. The Detail report will indicate the actual CSIS and CBEDS values (e.g. y=1, n=0) for these items ***by school***.

6.2 Appendix B – SIF Comparability-Related Reports (CPACT vs. CBEDS; timing, purpose)

LEAs participating in the CBEDS 2003 comparability submission cycle benefit from understanding as soon as possible how the CBEDS data they submit to CDE through the traditional submission method must compare to the data submitted through CSIS. The CDE-CSIS Data Integration Project (DIP) team and the CDE Educational Demographics Office have developed a plan to provide the LEAs informational comparability reports at two different points in the submission cycle. Both reports will have a similar “look and feel.” However, because they are produced at different points during the comparability submission cycle, they will contain different information.

The first report will be available in the CBEDS data entry software (*CBEDS Comparability Preview Report*). LEA staff can run this report as soon as data have been entered or imported into the CBEDS software. This report displays the actual CBEDS values for each of the comparability test items for the selected CBEDS data collection as well as the “range” the CSIS data must fall within in order to meet comparability tolerances. This report will also display the actual CBEDS values for several “informational” items. These informational items reflect the district’s CBEDS values for data fields that are not being assessed in the comparability test criteria but may be of interest to the LEA staff. LEA staff can print out the *CBEDS Comparability Preview Report* and use it to compare against the CSIS data as they prepare to make the Fall 2003 CSIS submission.

The second report will be created and distributed by the CDE (*CDE-CSIS DIP Automated Comparability Processing – LEA Main Report*). The CDE-CSIS DIP team produces this report when validated data is received at CDE from CSIS. For each comparability test item, this report displays the actual CBEDS value, the actual CSIS value, the variance between the two, and the tolerance (accepted variance between the two values). If the test item did not fall within the accepted tolerance, the report will also display an outcome of “Fail” (failed to demonstrate comparability). Similar to the preview report, this report will also display the actual CBEDS and CSIS values on “informational” items. Finally, the *Automated Comparability Processing Report* will also produce a detail report that displays the CBEDS and CSIS values for each school for each comparability test item that fails to demonstrate comparability. This detail report will be provided to assist LEA staff research why the CBEDS and CSIS values are not comparable for a particular test item.

The *Automated Comparability Processing* and associated detail report will be generated and distributed whenever the LEA submits revised data through CSIS to CDE during the comparability submission cycle.

Additional information on these reports will be distributed to the FCMAT/CSIS team and the CSIS-participating LEAs prior to the start of the CBEDS 2003 comparability submission cycle.

6.2.1 Sample CDE-CSIS DIP Automated Comparability Processing – LEA Main Report

Report Run: 10/15/2003 – 01:55:35 a.m.
CSIS Transmission date: 10/15/2003 – 13:56:07
CSIS Data File Batch #: 10001 (5954321)
Page 1 of 1

CPACT Version: 14.00.00
CSIS Data Dictionary Version: 04.10
Comparability Criteria Version: 03.00
Submission Time: 10/16/2003 – 12:01:00

CDE – CSIS DIP Automated Comparability Processing – LEA Main Report

Submission Cycle: Fall 2003	Data Collection: CBEDS-SIF	LEA: 5954321
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Test #	Description	Allowed variance of CSIS value from CBEDS value	Allowed Range For CSIS Value	CBEDS Value	CSIS Value	Actual variance of CSIS value from CBEDS value N (%)	Pass/Fail
SIF.1	Same Schools Reported	+/- 0 (0%)	All Schools must match	6	6	Schools Match	Pass
SIF.2	Enrollment – total	+/- 0.5% or +/- 1	40 – 40 39 – 41	40	420	380	Fail
SIF.3a	Enrollment - As	+/- 5% or +/- 2 or +/- 5 and +/- 20%	36 – 40 36 – 40 33 – 43	38	210	172	Fail
SIF.3b	Enrollment – Female	+/- 5% or +/- 2 or +/- 5 and +/- 20%	2 – 2 0 – 4 2 – 2	2	210	208	Fail
SIF.4a	Enrollment – Amer. Ind. Alaska Nat.	+/- 5% or +/- 2 or +/- 5 and +/- 35%	38 – 42 38 – 42 35 – 45	40	420	380	Fail

6.2.2 Sample CDE-CSIS DIP Automated Comparability Processing – Comparability Item Detail Report

Report Run: 10/15/2003 – 01:55:35 a.m.
CSIS Transmission date: 10/15/2003 – 13:56:07
CSIS Data File Batch #: 10001 (5954321)
Page 1 of 2

CPACPW675101000.00
CSIS Data File Batch #: 10001 (5954321)
Comparability Criteria Version: 04.10
Submission Date: 10/15/2003 01:56:07

CDE – CSIS DIP Automated Comparability Processing – Comparability Item Detail Report

Submission Cycle: Fall 2003		Data Collection: CBEDS-SIF		LEA: 5954321			
Test #	Description	Allowed variance of CSIS value from CBEDS value	Allowed Range For CSIS Value	CBEDS Value	CSIS Value	Actual variance of CSIS value from CBEDS value N (%)	Pass/Fail
SIF.2	Enrollment – total	+/- 0.5% or +/- 1	40 – 40 39 – 41	40	420	380	Fail
-	5900001 – School 06			5	60	55	
-	5900002 – School 05			5	60	55	
-	6000003 – School 04			5	60	55	
-	6000004 – School 03			5	60	55	
-	6000005 – School 02			10	60	50	
-	6000006 – School 01			10	120	110	
SIF.3a	Enrollment – As	+/- 5% or +/- 2 or +/- 5 and +/- 20%	36 – 40 36 – 40 33 – 43	38	210	172	Fail
-	5900001 – School 06			5	30	25	
-	5900002 – School 05			5	30	25	
-	6000003 – School 04			5	30	25	
-	6000004 – School 03			5	30	25	
-	6000005 – School 02			5	30	21	
-	6000006 – School 01			5	60	51	
SIF.3b	Enrollment – Female	+/- 5% or +/- 2 or +/- 5 and +/- 20%	2 – 2 0 – 4 2 – 2	2	210	208	Fail
-	5900001 – School 06			0	30	55	
-	5900002 – School 05			0	30	55	

Report Run: 10/15/2003 – 01:55:35 a.m.
CSIS Transmission date: 10/15/2003 – 13:56:07
CSIS Data File Batch #: 10001 (5954321)
Page 2 of 2

CERAT Version 14.40.000
CSIS Data Integration Version 04.10
Comparability Criteria Version 03.00
Submission Time 10/15/2003 12:35:07

CDE – CSIS DIP Automated Comparability Processing – Comparability Item Detail Report

Submission Cycle: Fall 2003		Data Collection: CBEDS-SIF		LEA: 5954321			
-	6000003 – School 04			0	30	55	
-	6000004 – School 03			0	30	55	
-	6000005 – School 02			1	30	50	
-	6000006 – School 01			1	60	110	
SIF.4a	Enrollment – Amer. Ind. Alaska Nat.	+/- 5% or +/- 2 or +/- 5 and +/- 35%	38 – 42 38 – 42 35 – 45	40	420	380	Fail
-	5900001 – School 06			5	60	55	
-	5900002 – School 05			5	60	55	
-	6000003 – School 04			5	60	55	
-	6000004 – School 03			5	60	55	
-	6000005 – School 02			10	60	50	
-	6000006 – School 01			10	120	110	

6.2.3 *Sample Comparability Results Report Coversheet*

Draft Sample

Submission Summary Report
Rev.(10/03)

California Department of Education
Fall 2003
LEA Submission Summary Report

This report summarizes the results of comparability tests for the CDIF, SIF, and PAIF data collections, and may also reflect CBEDS amendments submitted by the Local Education Agency (LEA). Along with the accompanying main and detail reports, this summary provides:

- Assistance in identifying further LEA data modifications and/or local system modifications that may be needed; and
- Information on comparability status.

Current LEA Submission Information

LEA Name
CD Code

CPACT Report Date

CDIF Batch Number

SIF Batch Number

PAIF Batch Number

Date CBEDS Modifications Were Received at the CDE N/A

Date Draft Accommodation Proposal Received N/A

Date Final Accommodation Proposal Received N/A

Outstanding Comparability Issues	X
All comparability Issues Resolved	

Note: ***Please e-mail the Education Data Office at edo@cde.ca.gov if review of these reports result in CBEDS amendments being sent to the Educational Demographics Office***

If you have any questions regarding these reports or the comparability process, please contact the Education Data Office at (916) 324-6738.

6.3 Appendix C – Assignment Codes Mapped to Vocational Course Subject Areas

4010	Crop and soil science
4020	Animal science
4030	Mechanics and engineering technology
4040	Business management and marketing
4050	Horticulture and the environment
4060	Forestry/natural resources/rural recreation
4070	Basic agriculture (first year)
4080	Basic agriculture (second year)
4098	Other agriculture course
4100	Advertising services
4101	Apparel and accessories
4102	Automotive and parts
4103	Financial services
4104	Floristry
4105	Food marketing
4106	Restaurant marketing
4107	General merchandise retailing
4108	Hardware/building materials
4109	Home furnishings
4110	Hotel and lodging
4111	Industrial marketing
4112	Insurance
4113	International trade
4116	Real estate
4117	Recreation and travel
4118	Transportation
4119	Customer service representative
4121	Small business ownership and management
4122	Marketing fundamentals
4198	Other marketing course
4224	Exploring health care (exploratory core)
4225	Introduction to health care (intro core)
4226	Preparing to work in health care level I
4227	Preparing to work in health care level II
4234	Dental services
4235	Dental services continuing education
4242	Medical office services
4243	Medical offices services continuing education
4255	Support services
4256	Support services continuing education
4260	Therapeutic services
4262	Therapeutic services continuing education
4265	Diagnostic services
4266	Diagnostic services continuing education
4267	Preventive services
4268	Preventive services continuing education
4276	Health care information services
4277	Health care information services continuing
4280	Nursing services
4288	Biotechnology services
4289	Biotechnology services continuing education
4294	Nursing services continuing education
4298	Other health careers course
4310	Exploratory home economics (any of gr 6-8)

4311	Consumer economics comprehensive core I
4312	Consumer economics comprehensive core II
4321	Child development and guidance
4322	Articulated child development and guidance
4331	Clothing and textiles
4332	Articulated apparel construction
4341	Consumer education
4351	Family living and parenting education
4361	Food and nutrition
4362	Articulated nutritional science
4363	Articulated principles of food preparation
4371	Resource management
4381	Housing and furnishings
4391	Individual and family health
4396	Other articulated course consumer home econ
4398	Other consumer home economics course
4400	Child care and development
4401	Teaching careers
4410	Fashion merchandising
4411	Fashion and textile design
4412	Apparel manufacturing, production and maint
4420	Food and hospitality services
4421	Food and beverage production and preparation
4430	Interior design, furnishings, and maintenance
4441	Hospitality, tourism, and recreation
4442	Lodging services
4443	Travel related services
4444	Theme parks, attractions, and events
4451	Family and human services
4452	Elder care/intergenerational services
4461	Consumer, personal and financial services
4471	Food science, dietetics and nutrition
4472	Food science and technology
4498	Other home economics related course
4600	Accounting/computer accounting
4601	Computer operations/computer science
4608	Secretarial
4609	Administrative support
4610	Keyboarding (typing)
4613	General office occupations
4614	Word processing occupations
4615	Information processing
4618	Telecommunications
4620	Medical office occupations
4621	Legal office occupations
4623	Business technology
4630	Business economics
4633	Information systems management
4637	Business management
4650	Business career exploration (any of gr 6-9)
4698	Other office/computer course
4900	Work experience education
5501	Introduction to construction
5502	Residential and commercial construction
5503	Apartment and home repair/remodeling
5504	Boat building
5505	Brick, block and stonemasonry
5506	Building, mechanical

5507	Carpentry
5508	Concrete placing and finishing
5509	Construction equipment operation
5510	Cooling and refrigeration
5511	Drywall installation
5512	Electrician
5513	Floor covering installation
5514	Furniture making
5515	Glazing
5516	Heating and air conditioning
5517	Insulation installation
5518	Lineworker
5519	Locksmithing
5520	Millwork and cabinetmaking
5521	Painting and decorating
5522	Pipefitting and steamfitting
5523	Plastering
5524	Plumbing
5525	Roofing
5527	Stage technology
5528	Structural and reinforcement metalwork
5529	Tile setting
5530	Upholstering
5531	Woodworking
5549	Other construction technology course
5551	Introduction to electronics technology
5553	Avionics
5554	Biomedical equipment technology
5555	Business machine repair
5556	Communications electronics
5557	Computer electronics
5558	Computer service technology
5559	Electromechanical
5560	Electronic consumer products service
5561	Electronics technology
5562	Hybrid microelectronics
5563	Industrial electronics
5564	Instrument repair
5565	Instrumentation technology
5566	Major appliance repair
5567	Motor repair
5568	Small appliance repair
5570	Electronics assembly occupations
5598	Other electronics technology course
5601	Manufacturing/materials processing
5603	Computer numerical control
5604	Foundry
5605	Industrial ceramics manufacturing
5606	Jewelry design, fabrication, and repair
5607	Machine tool operation/machine shop
5608	Metal fabrication
5609	Metallurgy
5610	Optical goods
5611	Plastic/composites
5612	Robotics
5613	Sheet metal
5614	Tool and die making
5616	Welding: combination

5617	Welding: electric
5618	Welding: gas
5620	Welding: specialized program
5649	Other manufacturing technology course
5651	Intro. to power, energy and transportation
5652	Automotives
5653	Aircraft mechanics, combination
5654	Automotive body repair and refinishing
5655	Automotive mechanics, combination
5657	Diesel equipment mechanics
5658	Heavy equipment maintenance and repair
5659	Marine powerplant maintenance
5660	Motorcycle repair
5661	Small engine repair
5662	Truck and bus driving
5664	Automotive body repair
5666	Automotive painting and refinishing
5670	Automatic transmission/transaxle
5671	Manual drive train and axles
5672	Transmission/drive trains, combination
5674	Brakes
5675	Suspension and steering
5676	Brakes/suspension and steering, combination
5678	Engine performance (incl emission control)
5679	Electrical systems
5680	Engine performance/electrical systems, comb
5682	Engine repair
5684	Engine performance/engine repair, combination
5686	Heating and air conditioning
5688	Automotive specialty, other combinations
5698	Other power, energy & transportation course
5701	Drafting occupations
5703	Architectural drafting
5704	Civil/structural drafting
5705	Computer-aided drafting/design
5706	Electrical/electronic drafting
5707	Technical drafting
5708	Piping drafting
5709	Technical illustration
5710	Blueprint reading
5749	Other visual communications/drafting course
5751	Graphic communications
5753	Bookbinding
5754	Commercial art
5755	Commercial photography
5756	Composition, make-up, and typesetting
5757	Desktop publishing
5758	Photoengraving
5759	Photography, lithography, and plate making
5760	Photographic laboratory and darkroom
5761	Printing press operations
5762	Silk screen making and printing
5770	Broadcasting technology
5798	Other visual communications, graphics course
5811	Barbering
5812	Cosmetology
5814	Manicuring and pedicuring

Comparability Criteria for CBEDS – SIF (v. 1.1)

5819	Other personal services course
5831	Fire control and safety
5833	Firefighting
5839	Other fire technology course
5842	Corrections
5847	Law enforcement
5849	Security services
5859	Other law enforcement/security svcs course
5861	Custodial services
5862	Fabric maintenance services
5864	Textile production and fabrication
5865	Pool and spa service
5866	Bicycle repair
5869	Other diversified occupations course
5940	Exploring technology (general indus. arts)
5945	Communications technology (drafting, elec.)
5950	Construction technology (wood shop)
5955	Manufacturing technology (metal shop)
5960	Power, energy, & transportation (auto shop)
5970	Technology core, level 1
5972	Technology core, level 2
5975	Principles of technology
5980	Applied communications
5985	Applied mathematics

6.4 Appendix D – Suggested Checklist for use by LEA CSIS and CBEDS Coordinators

LEA Comparability Checklist for CSIS/CBEDS Coordinators Fall Parallel Submission for CBEDS

The items on this checklist are based on the most common data discrepancies as experienced by LEAs during comparability for the Fall 2003 Parallel Submission Cycle. This checklist is very general and is by no means comprehensive. LEA CBEDS coordinators and LEA CSIS coordinators should use it together, in order to reconcile and/or validate counts to yield more comparable data. Student Information Systems vendor specifications will further determine the extent by which any of these guidelines might be needed.

Checks to avoid some common CDIF discrepancies:

- ☐ Classified staff is only to be counted once. If classified employees have already been counted at a school site and accounted for on a SIF, do not include them at the district office. All staff counts are unduplicated counts.
- ☐ GATE count is of students identified as eligible for GATE, not necessarily participating in a GATE program.
- ☐ Service Learning and Community Service refer to local board policies regarding these programs, not programs in place.

Checks to avoid some common SIF discrepancies:

- ☐ Every charter school that received it's charter from the district is considered a CSIS participant unless the district has a letter on file with CDE and CSIS designating the charter school as a CSIS non-participant.
- ☐ Reconcile aggregate counts for student ethnicity and check for proper use of coding and mapping for multiple ethnicities (multiple ethnicities are populated separately for CSIS).
- ☐ ROC/P classes are not to be coded as Voc. Ed. These data are used to meet federal reporting requirements for Voc. Ed. which do not include ROC/P.

Checks to avoid some common PAIF discrepancies:

- ☐ Reconcile teacher credential reporting with credentials on file in HR system.
- ☐ Check course coding to ensure match with course descriptions. This can be easily overlooked with Advanced Placement (AP) classes in the schedule.
- ☐ Reconcile PAIF forms with the master schedule.
- ☐ Distinguish self-contained assignments from more than one subject taught by the same teacher or core humanities classes.
- ☐ Check Resource Teacher PAIFs to ensure students they might report are actually scheduled with them. Similar checks should be made for all credentialed support personnel. Support teachers who do not have students scheduled with them in the master schedule should use non-teaching assignment codes.

Comparison check can be made by visiting the CBEDS Pre-certification Review web site:

- ☐ http://data1.cde.ca.gov/dataquest/coord_login.asp